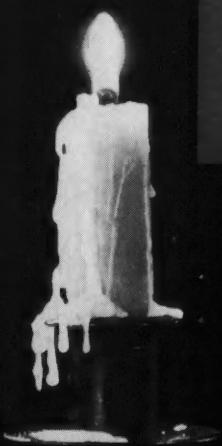


JANUARY, 1959

the **ATA**
magazine



The
CANADIAN ARMY
presents

**"THE WAY TO A
FINE FUTURE"**

in Colour



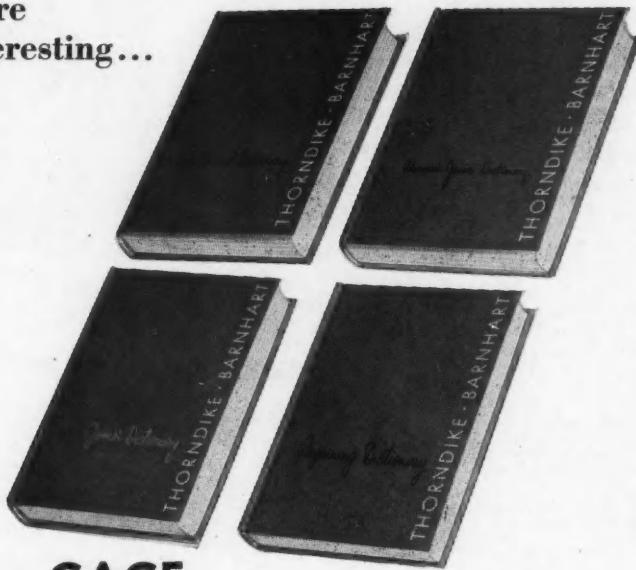
The Canadian Army has recently completed a new film "The Way to a Fine Future" depicting the life of the Soldier Apprentice. This outstanding film is produced and directed by Army motion picture technicians and is available for showings in schools across the country.

It illustrates, in dramatic form, the Soldier Apprentices, typical of fine Canadian boys, growing up as alert young men, each being taught a valuable trade, combined with sound military training. These young men are the type that are headed for leadership in Canada's modern Army.

This film may well be an inspiration to the students in your classrooms. Write today requesting a showing in your school of "The Way to a Fine Future", produced in 16 mm full colour (running time 22 minutes):

ARMY HEADQUARTERS, DIRECTORATE OF MANNING, OTTAWA, ONTARIO

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THE MONTH'S COVER STORY

What is the searching light of truth? Is it the flickering sputter of the candles of opinion, bias, and prejudice? Or is it the searching glare of facts produced by study and research? The problems of education will be brought into sharp relief only by the bright light of facts—not the feeble flame of opinion.



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THE ATA MAGAZINE

F. J. C. SEYMOUR
Editor

S. C. T. CLARKE
J. D. McFETRIDGE
Associate Editors

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Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.

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January, 1959

the ATA magazine

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Basic Freedom

Every so often we are reminded forcibly that the freedom and the rights we take for granted can be lost much more easily than they were won.

The most recent reminder is the case of a teacher who received a nomination to stand as a candidate in the next provincial election. Immediately following his nomination, the teacher informed his school board that he had been nominated and that he wished a leave of absence for a half-day to attend a political meeting. Several days after, his board informed him by letter that his request for leave of absence was denied. The teacher learned later that the board at the same meeting passed a resolution establishing a policy of not allowing teachers leave of absence for political purposes.

Now, a school board has the discretionary power to grant leave of absence for personal reasons to any teacher on its staff. Consequently, the board has not contravened *The School Act* by its decision. What the board has done is to deny the teacher in its employ one of the fundamental freedoms of citizenship. By its action it has said to the teacher that he cannot take leave of absence for political reasons. Should the teacher be prevented from campaigning most effectively in his own interests but eventually be elected, his school board will not give him the necessary leave of absence to attend sessions of the Legislative Assembly of the Province of Alberta.

If this is the fact of the situation, men, ostensibly elected through democratic process, stand convicted of the most flagrant contempt of a basic democratic concept. Frankly, we had thought the day had long passed when a fight for fundamental freedoms had to be waged. We had thought that prejudice and assaults on

individual rights may exist in other parts of the world, but certainly not in Alberta. How wrong we were!

If the school board concerned expresses a point of view held by any large number of employers, basic freedom and rights do indeed stand in danger. We want to believe that this is not so. Whatever the case may be, no citizen, no organization, should stand idly by when, either by indirect action or implied threat, a person is denied the privilege of representing his fellows in a parliament of the people.

Appointments

Reported elsewhere in this issue is the appointment of Dr. S. C. T. Clarke as general secretary of The Alberta Teachers' Association. Dr. Clarke assumed his new post on January 5, following release from his former duties with the division of educational psychology, Faculty of Education, University of Alberta. The Association wishes to express to the University and Dr. Clarke's colleagues appreciation of the consideration shown.

Dr. Clarke's long association with teachers in the province, his interest and ability in the fields of research, curriculum, and teacher training, bring to the Association a high level of competency in matters which are becoming of increasing concern. All Alberta teachers wish Dr. Clarke well in his new post.

W. R. Eyres, executive assistant of the Association, was appointed secretary-treasurer of the Board of Administrators, Teachers' Retirement Fund during a December meeting of the Board, and assumed his duties in connection with the appointment effective January 1. The Executive Council offered the services of Mr. Eyres to the Board of Administrators without charge, and arranged, in consultation with the staff officers of the Association, to make it possible for him to attend to business of the Teachers' Retirement Fund in addition to his other duties as executive assistant.



S. C. T. CLARKE

ATA

General Secretary

Dr. S. C. T. Clarke of Edmonton assumed his duties as general secretary-treasurer of The Alberta Teachers' Association on January 5.

News of his appointment at a meeting of the Executive Council of the Association was announced by the president on December 15, 1958. Mrs. Castleton stated that Dr. Clarke's appointment reflects the increasing emphasis being placed by the Association on educational research, teacher-education, curriculum development, and other professional activities.

Dr. Clarke was born in Scrooby, England. When he was six years old, his parents moved to Alberta, where he has lived since, except for three years in California. He went to high school in Castor and received his B.A., M.A., and M.Ed. degrees from the University of Alberta and his doctorate degree in education from Stanford University.

Dr. Clarke served as principal and teacher at Two Hills and at Carstairs. In 1943, he joined the Royal Canadian Air Force and served until 1945 as a navigator and navigation instructor. Fol-

lowing discharge, he was instructor in Grade XII mathematics at the pre-matriculation school for veterans.

From 1948 to 1950, Dr. Clarke was acting head of the department of education and psychology at California State Polytechnic School at San Luis Obispo, California.

In 1950, he joined the staff of the Faculty of Education, University of Alberta and attained the rank of professor in the division of educational psychology, a post which he held at the time of his appointment as general secretary-treasurer of the Association.

Dr. Clarke had extensive experience in local and sublocal work during his teaching career. He was a councillor at several Annual General Meetings and served as co-editor of the mathematics-science corner of *The ATA Magazine*. He gave outstanding service to the Association as editor of its brief to the Cameron Royal Commission on Education last spring.

Dr. Clarke has had wide experience in committee work, having served on the Board of Nurses Examiners of the Uni-

versity of Alberta, the Matriculation Study Committee, the Promotion Policies Committee, the psychology subcommittee of the High School Curriculum Committee, the Guidance Committee, and the Alberta Committee on Teacher Recruitment and Retention. At the time of his appointment he was assistant director of the Alberta Advisory Committee and Faculty of Education Committee on Educational Research.

In the spring of 1957, Dr. Clarke was awarded a Carnegie Travel Grant to study for a ten-week period the research organizations of various universities in the eastern United States. He is well-

known among Alberta teachers through courses he has offered in educational psychology, guidance, counselling, mental hygiene, clinical practice, and tests and measurements. Many of his studies have been published in educational magazines in North America. He is co-author of *Youth and Tomorrow*, a Grade IX textbook in personal development published in 1956.

Dr. Clarke is married and has three children. He is a member of St. Paul's United Church and of the Edmonton Education Society. He resides at 11615-78 Avenue, Edmonton.

Comments Commend

Many congratulatory letters have been received since the announcement of Dr. Clarke's appointment to the position of chief staff officer of the Association. We thought our readers would be interested in a few of the comments from persons well-known to most of our membership.

"Again Alberta has pioneered."—Dr. S. R. Laycock (former dean of education, University of Saskatchewan)

"I wish to commend the executive for making such a favorable selection."—W. P. Wagner (superintendent, Edmonton Public School Board)

"The executive was very wise in its choice."—Marian Gimby (past president, ATA)

"The announcement was received with keen interest and satisfaction."—T. C. Weidenhamer (general secretary, Alberta School Trustees' Association)

"Our respective associations have very much in common and I feel certain the future holds numerous opportunities for cooperation between them."—A. T. Shand (secretary-treasurer, Alberta School Secretaries Association)

"In this very important post you will find many new and challenging responsibilities which I am confident you will be able to discharge with great credit to the Association."—Hon. Anders O. Aalborg (Minister of Education)

Office Hours, Barnett House

At its December meeting, the Executive Council ordered that, commencing the first of January, Barnett House, head office of The Alberta Teachers' Association, be closed on Saturdays. Regular office hours are from 9 a.m. to 5 p.m., Monday through Friday, excepting holidays. Teachers may make appointments (by letter or telephone) with staff officers for Saturday morning.

A bigger job lies ahead—

Future of

S. C. T. CLARKE

BEFORE looking into the future, a glimpse at present provisions will provide background. Prior to 1954, educational research in Alberta was largely confined to the thesis work of master of education students. Without financial backing, such research was small in scale and fragmentary. In 1954, the Alberta Advisory Committee on Educational Research was organized, representing the University of Alberta, the Department of Education, The Alberta Teachers' Association, the Alberta School Trustees' Association, and The Alberta Federation of Home and School Associations Incorporated. This committee, broadly based in the major bodies directly concerned with education, has initiated, promoted, and financed educational research in Alberta. It arranged for the publication of *The Alberta Journal of Educational Research*, a quarterly, starting in 1955. Two *Research Letters* have been published, and the first of a series of monographs on specific topics is in preparation. In the years 1956 and 1957, the Carnegie Corporation of New York and the W. K. Kellogg Foundation assisted research in Alberta with grants for research fellows, graduate studies, research library, and other facilities for the ensuing five years.

Progress to date is heartening. The Alberta Teachers' Association and its local associations have contributed finan-

cial support. The Alberta School Trustees' Association and individual school boards have donated generously. The University of Alberta and the Department of Education have also given financial assistance.

Measures of success are found in international recognition of our efforts. In a review of research on reading, in the *American Journal of Educational Research*, Gray reports three Alberta studies, while in the *American Review of Educational Research*, Jackson cited fifteen Alberta studies. By June of 1958, *The Alberta Journal of Educational Research* had published seventy-one studies. Two Faculty of Education staff members had been awarded Carnegie Travel Grants to examine educational research in the United States. Educational research is on the march in Alberta.

What needs to be done

The best statement of a research program which will meet the needs of Alberta education is to be found in the ATA brief to the Cameron Royal Commission on Education.

■ Periodic testing (every five years) of achievement of Alberta pupils in basic skills and knowledge—reading, language, arithmetic, spelling, history, geography, and so on. This would permit continual appraisal of standards.

f Educational Research

This is the second of two articles prepared by our new general secretary while he was still professor of educational psychology and a member of the Faculty of Education Committee on Educational Research.

- The development of instruments for measuring achievement appropriate to Alberta, either by providing Alberta norms for existing tests or by developing new tests.
- The investigation of certain aspects of curriculum in Alberta—general science versus the early separation of physics, chemistry, and biology; social studies versus history, geography, and civics; the grade placement of subject matter.
- A study of the effectiveness of the enterprise.
- A study of drop-outs from Alberta schools.
- The influence of community factors such as isolation, proximity to large centres, non-Anglo-Saxon background, and socio-economic level on the education of Alberta youth.
- The equality of educational opportunity in Alberta.
- The efficiency of small and large high schools.
- The efficiency of the composite high school.
- Identification and provision for exceptional children in Alberta.

All of the above problems, here briefly listed, are unique to Alberta education. In each instance, we have some information but never sufficient to make decisions on a sound scientific basis. If Alberta educators are to fend off the temperate critics of education, if they

are to erect the soundest possible system with the financial and human resources available, then an increased portion of these resources must be spent in research on what to do and how to do it.

Other problems common to education in Alberta and elsewhere, are listed in the ATA brief.

- Optimal grade placement of subject matter. Are Alberta courses too easy and watered-down?
- Under-achievement—its extent, causes, remedies.
- Provisions for individual differences—grouping, streaming, acceleration and retardation, enrichment.
- Motivation for school work. Why do some able students perform so poorly? What is the role of group pressures here?
- Teacher selection. What measures of teacher effectiveness should be used and how should candidates in training be screened?

It is clear that each of the topics mentioned is important. Reliable information on these matters can be best obtained by large scale, carefully designed research projects. And this costs money.

Resources to do the job

The Alberta Teachers' Association brief to the Cameron Commission points out that at present we lack the funds,

(Continued on Page 30)

New Year's Greeting

The year 1959 will be a momentous one for education in Alberta.

The eagerly awaited report of the Cameron Royal Commission on Education will be presented, and its findings and recommendations will, without question, exert a powerful and enduring influence on educational policies in this province for many years to come.

The planning of new programs and projects designed to meet the rapidly growing demand for more education at the university level and more technical and vocational training will be vigorously pursued. Much more emphasis will be placed on providing special school services for handicapped and exceptional pupils.

In addition to these new and exciting prospects, substantial and orderly expansion of our elementary and secondary school system will be continued in order to accommodate rising enrolments in all grades.

The year ahead will provide many new opportunities for those who are actively engaged in the field of education to make valuable contributions to the success of these important and stimulating developments. I am confident that the teachers of Alberta will rise to the chal-



A. O. AALBORG

lenge and participate fully and wholeheartedly in the great work of bringing more and better school services to the students of the province.

On behalf of the Government of the Province of Alberta and the staff of the Department of Education, it gives me a great deal of pleasure to extend to all members of The Alberta Teachers' Association and their families sincere good wishes for a bright and happy New Year.

Voters' List

ELECTIONS, EXECUTIVE COUNCIL THE ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of The Alberta Teachers' Association, as registered on November 30, 1958, will appear in the February, 1959 issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately. Be sure to check the voters' list when published for your name.

We've Got the Meanest Teacher

ELL bet we have the meanest, dumbest, laziest teacher in this whole school. Just wait till I tell you about her.

In the first place, we don't have any rules written down on how we gotta act. Some other rooms have. All She told us was we ought to act like ladies and gentlemen, and be good citizens. That brought a laugh at first because we've always been called boys and girls. I thought a lady had to be real old, like maybe 30, and carry an umbrella. And, that gentlemen were like when Jim Bowie dresses up with lace cuffs on his shirt in New Orleans on TV. Pete says you have to be old enough to vote to be a citizen, but Teacher says we're it, or them, right now. So She makes us vote on something or other all the time. It's hard to remember how to be her kind of a gentleman.

As I said, we don't have any rules. Instead of her giving us some rules, She made us decide how people ought to act with each other so they all have the same chances. We did it for her, but She keeps forgetting them and we have to tell her again. I don't see why She can't write them down someplace.

I expect Teacher doesn't have much money, either. Instead of her buying a lot of pictures and things to hang up around the room, She has us make things that we think would be good to look at for three or four weeks. We make colored leaves, Hallowe'en stuff, and Christmas things, and put them across the front and sides of the room. This month we learned about the wind, and my kite is the fourth one there from the left. It's not bad!

JESSIE MORGAN

We make other things for the bulletin board that we change whenever we want. It's usually about reading, science, or social studies. Oh, sometimes spelling or arithmetic papers go up, but She does that and we never know when. I wouldn't have to be so careful all the time if She'd just say when She wants a batch of good ones.

Another thing, Teacher knows we like to hear her read to us. Do you know what? We have to read stories She likes to her, before She will read stories we like to us. Why, She even likes to hear Jim read and he takes twice as long as anybody else. She even likes to listen to him alone sometimes. I guess he is getting better.

We have to listen twice as hard now, though, because She makes us close our books and see pictures when somebody else reads out loud. I'm getting good at it. I stick my own Mom's and Dad's faces in for the grown-up people, my grandfather is some of the old men, Roy Rogers is some of them, and I won't tell you who my girl is, but she is some of the girls. Teacher read us a funny story the other day and I saw Gracie Allen just as plain.

We have to do more listening than that in our room, too. When She says, "Open your books to page—," and then stops, we all gotta listen carefully for the page

The author of this piece, Jessie Morgan, has had 20 years' experience as teacher, supervisor, and consultant in Iowa, Oklahoma, Colorado, Alaska, and Texas. She believes that children recognize the many truly sincere teachers they have and respond with love and respect.

number. She says once is enough to tell us, when it has to happen so many times a day. I thought teachers were supposed to say it over and over until everyone could get it, but I guess it's surprising how much better She can tell it now after practising on us. Anyway, we get it, all together. It's the same way with what She tells us to do on paper by ourselves.

Then there's the flag salute. When we have our club meetings we like to say it. We had to waste about three meetings not saying it because She wouldn't let us say it until we could all explain it. Did you know you promise something in America whenever you say that thing? You promise your loyalty and that's good because it means to be true to it forever and ever.

We like to draw pictures. I used to draw trucks and airplanes all over arithmetic papers and everything else, but now I save it for art time and draw real pictures. Teacher likes real pictures. Last year my teacher was always giving us paper and saying to paint what we feel. I'd sit and sit there, and think and think, but I couldn't feel a thing but maybe sad, 'cause I knew She didn't mean like trucks and airplanes.

This year I can draw airplanes up close or far away, on the runway, or in the sky with clouds, and I get lots of other things in, too. I wanted some cows and trees in my last picture. So I made them. They didn't look like good cows and trees and I was ashamed to show it. Teacher told me to look at the trees out the window and practise them, and gave me some pictures of some cows to look at. It took a long time, but now my trees look like trees and my cows don't walk on sticks

for legs. Did you know that cows up in front look bigger than cows way back on a hill? That is, unless it's a calf.

Our teacher gets tired of holding her own book up now and then. Take like in arithmetic class. Sometimes we have to read the problems to her and even explain it all.

I guess she has trouble figuring out who did what, and what the questions really ask for. We have to tell her, and then even tell her how to work them to find the answers. The last straw is when She won't believe us and we have to prove it. Then, you know what? She is really good at making up some more interesting ones almost like the ones in the book. We all make some up. Even Jim. It's fun to get to do some of our own after we learn how. Seems like last year just as soon as we halfway understood something, we had to jump right in and figure out something worse.

In social studies class we're studying all about America. Teacher thinks we ought to appreciate the way America is today, and the things that people before now have figured out and made possible for us to use. She's right. I'd hate to start out all over with nothing but the land and Indians.

But Teacher says we can't spend all our time reading about the past, either. So we have to read newspapers and tell her what's going on now so She won't get too far behind on inventions and what important people are doing. She even likes the big league baseball doings and showed us how to find Mickey Mantle's batting average.

Every afternoon before we go home, we stop and talk. It's not from what's in books, and I guess Teacher is tired of books again at that time of day.

It all started the first day of school when She asked how many of us believed in Jesus and in God. Well, we all did. Everybody does. Then we got to telling about Them, and did you know that the same Ones we've got over in the Baptist Church are the same Ones they got over at the Methodist? It's nice to know that

(Continued on Page 20)

An administrator looks at—

Music in Edmonton Schools

IN 1959—when so many people feel qualified to express opinions on educational matters—music is often referred to as a frill or a fad. However, for nearly 20 years, I have been privileged to have members of my staff who carried out capably the music program outlined by the Department of Education and our music supervisors. From this experience, I have concluded that children like music just as much as they like any other subject, provided that it is made interesting.

Music is a subject on the curriculum in the elementary schools which is usually given two or three periods per week with a time allowance of from 60 to 90 minutes. In the junior high schools, music is one of the nine exploratory or optional subjects offered; it is scheduled for two or three periods per week of 33 to 40 minutes each.

At the present time, in the City of Edmonton, there are approximately 800 elementary classes taking music. We have in our Edmonton junior high schools about 300 classes, of which 110 are presently taking music, either choral or instrumental or a combination of both. To supervise these classes, we have as supervisor of music education, A. S. Rumbelow, and as assistant supervisor, R. E. Stephens.

In the junior high school, art, music, and drama often become compulsory subjects. These cultural subjects have

been taken for six years in the elementary school. At the junior high school level, the qualifications of the staff limit the options offered. For example, if there is not a teacher qualified to teach music in Grade VII but one or more available the following year, would it not be true that in Grade VIII the music taken would be a continuation of elementary music, in other words, Grade VII music?

In my opinion, music is not a frill. Therefore, I would expect that a certain percentage of students would continue with music or art or drama throughout the three grades of junior high school. Unless we can have some continuity in the music pattern in junior high schools, we cannot expect the Music 10, 20, or 30 of the high school to reach the quality desired. With sympathetic and competent teachers, the music program in the junior high schools can expand and grow.

Not all teachers are qualified to teach music. It is a subject which requires as much skill to teach as mathematics. I find it easy to agree with a teacher of music I know who says: "Music requires as much mental alertness as mathematics and as much physical control as physical education." The good music teacher will need enthusiasm, competence, patience, and a sense of humor.

There are not too many boys' music classes in Edmonton schools. There is no reason why we should not have boys' classes, if the teacher is careful to select music that boys can sing and enjoy, music that does not force their voices out of their natural ranges. I can recall one school where we had the boys of two classes doing choral work. The timetable was arranged so that literature and music

J. E. SIMPSON

were scheduled at the same time. One music teacher has said: "Boys' music classes have other practical values: their esprit de corps and their pride in the manly art of singing can be a tonic for the morale of the whole school."

In recent years, instrumental music in Edmonton Public Schools has been coming to the fore. At present in the junior high schools, there are three schools with orchestras as part of the curriculum, three more have orchestras on an extracurricular basis, and one school has money set aside for the purchase of instruments. Four of our five senior high schools have choral or instrumental groups or both. The fifth has an extracurricular group.

The Edmonton Public School Board has been generous in supplying money for instruments. The budget for orchestral instruments this year was \$5,500. The provincial government pays one-third of all money spent for instruments.

Before an orchestra is set up, a qualified teacher-conductor is needed. Tests are given in May or June to all who might wish to be candidates for an orchestra. These tests are listening tests. They do not prove that the pupil is musical but that he has an aptitude for music.

Mr. Simpson is principal of the Ritchie Elementary and Junior High School in Edmonton. He feels that student interest and progress in music is directly proportional to the competency and enthusiasm of the instruction provided.

In the junior high schools the orchestra is started at Grade VII level. Any number from 16 to 30 pupils makes a satisfactory group. A double period twice a week is what I have been scheduling for instrumental groups.

I was privileged to watch the progress of an orchestra in Strathearn School during 1957-58. I heard 30 boys and girls at the beginning of the school year. In the early stages, as I passed through the halls, I often plugged my ears, but I watched the class develop, grow, and learn. Later, I listened to an excellent performance which was the product of a year's teaching. That experience was enough to convince me that school orchestras, particularly when combined with choral groups, have a very noticeable cultural value.

Teacher Consultants for UNESCO

The UNESCO Secretariat is exploring the possibility of securing Canadians for one or more of the following posts to be filled early this year for two teacher training centres in Jordan:

- ✓ a head of teacher training program, salary \$7,300 plus \$2,000 allowance,
- ✓ five consultants in the fields of mathematics and science, geography, handicrafts (Syria and Lebanon), commercial training, and vocational training, salary \$6,000 plus \$2,000 allowance,
- ✓ woman assistant for the teaching of English, salary \$4,900 plus \$2,000 allowance.

These consultants will not actually be teaching but will advise the teachers of the two training centres, one for men and one for women.

While salaries may not be too attractive for Canadians, it should be kept in mind that they are income tax free. It is not expected that Canadians will be chosen for all the posts but it is understood that UNESCO will consider taking more than one Canadian.

Inquiries should be addressed to: Mr. Eugene Bussiere, Secretary, Canadian National Commission for UNESCO, 140 Wellington Street, Ottawa, Ontario.

Future Farmers of Canada

ROBERT E. LOWERY

Mr. Lowery is the vocational agriculture teacher in Cardston High School. He will welcome inquiries from interested teachers concerning the establishment of Future Farmers of Canada clubs.

RECENTLY, in Cardston, a chapter of an organization known as Future Farmers of Canada was formed, having as its members students enrolled in vocational agriculture at the Cardston High School. While the Cardston chapter is the first in Alberta, the movement has been active in British Columbia since 1944 and is now widespread throughout that province. This Canadian organization is patterned after the Future Farmers of America in the United States, an association which is prevalent in every state of the union.

Membership in the Future Farmers of Canada is open to any boy under 22 years of age, who is enrolled in a vocational agriculture class, Grades IX through XII. He may remain active for two years after his graduation and this is encouraged. Through the activities of his local chapter, he will learn to conduct, take part in, and speak at public meetings; to assume civic responsibility; and to take part in cooperative buying and selling, as well as self-financing and overcoming his own vocational problems.

There are many other advantages to the students. Members will gain confidence by identifying themselves with a strong school organization where they may express their views and ideas.

Through worthwhile projects leadership is developed and social contacts are strengthened. The educational objectives of the FFC may then be summed up as follows:

- ✓ the attainment of personal and social adjustment,
- ✓ the development of vocational efficiency,
- ✓ the development of Canadian citizenship,
- ✓ the cultivation of wholesome leisure time activities,
- ✓ the cultivation of a spirit of cooperation.

The backbone of the organization is its program of work, outlining activities for a definite period of time. This includes specific goals, the means of attaining them, and adequate provisions for checking the accomplishments. Everything should be based primarily on the needs of the members as a whole, as well as on the needs of the school and community.

There are, despite regional variations, certain characteristics common to all good farming programs. A desirable student program of supervised farming should be of sufficient scope and difficulty to be challenging to the student, should lead students to think of farming as a career and should result over the years in expansion of the agricultural activity in communities, province, and the nation.

To be of high quality, an FFC chapter must have interested members with capable officers and leaders. With a

(Continued on Page 26)

Reorganize

A noted educationist says that it is wasteful to pour more money into inefficient educational units and programs.

THE need for the improvement of our educational program to meet the demands of the age of research and our changed social, economic, and political position is evident. Any changes should provide for both immediate and long-range requirements. Suggestion for a change does not imply condemnation of the present program but recognition of need for adjustment to the changing pattern of the world in which we live.

Changes in the administrative organization are basic to any improvement which will make it possible to enrich, improve, and develop a quality program of instruction. Recommendations for the reorganization of our administrative units are based upon the following beliefs.

■ Children are maturing sociologically at an earlier age as the result of improved methods of communication, travel, private and public nursery schools, mobility of population, methods of instruction and training.

■ Time is important in bringing about any improvement because we need all of our talents and human resources since we must now compete as a minority in world affairs. We can no longer afford to be wasteful of human or natural resources.

■ The legal basis and authority of educa-

tion in the United States will remain with the individual state, and the basic political unit of the state will continue to be the school district.

■ The type of organization of the school district by and large will continue to be elementary and secondary. This gives administration of classes from kindergarten through Grade VIII to an elementary district, and Grades IX through XII or XIV to a secondary district. The ideal of some to unify all grades under one district cannot be brought about in time to face present needs. Then, too, some districts in reorganization have become unwieldy and too large. It is also true that the inability of districts which are too small to provide adequate programs has been clearly demonstrated. There are, however, thousands of districts which could bring about the suggested improvement under their present political structure.

■ Pupils should be introduced to laboratory experiences in science, industrial arts, homemaking, fine arts, modern languages, physical education, and advanced mathematics at an earlier age.

■ The kind of program needed to meet the needs of all pupils requires more specialized teachers, classes, shops and laboratories than now are possible under

Educational Administration

present school organizations in certain grades.

- Certain pupils are required to remain in our secondary school too long and would benefit from a work experience with continuation in an adult education program.
- In this age of research, education for all is a continuing process and is not completed upon graduation from high school.

■ Experiments in the United States which permitted pupils to begin their college program at the end of the eleventh grade, either at college or in their secondary schools, have indicated certain values.

■ The opportunity to complete the high school requirements earlier would give better opportunity to provide more specialized programs through city college and adult education schools.

■ An increasing number of individuals will find it necessary to extend their formal education program through the fourteenth year, thus making more education and training opportunities necessary.

■ The opportunity to reorganize and improve our educational programs under existing conditions and school district organizations is a better solution than waiting for the reorganization of districts.

■ The need of education in this age of research is to provide laboratory and specialized work in comprehensive intermediate and senior school divisions. The present elementary program gives the responsibility for too many pupils and

too much work to the limited number of teachers who cannot be expected to be trained for competent teaching in all the special fields.

■ Many sixth-graders would be better motivated to read and use mathematics, languages, art, music, and other skills if they had better opportunity to apply them in properly constructed and supervised laboratories.

■ A reorganization of our administrative units would make it more inviting for men teachers to participate in the teaching and guidance of our present sixth-graders. Many pupils would have an opportunity for a better adapted physical education program.

Suggested reorganization of administrative units

The educational organization for a local district or area would be on a six-three-three-three basis: the Primary-Elementary unit would include from kindergarten to Grade V; the Intermediate unit would include Grades VI, VII, and VIII; the High School unit would include Grades IX, X, and XI; and Community or Junior College would include Grades XII, XIII, and XIV.

■ Primary-Elementary unit

This unit would deal with the basic social and educational skills similar to the present program. Nursery schools for four-year-olds should be encouraged to carry on much of the kindergarten program and extend into the kindergarten, but advanced pupils would be

introduced to some skills now assigned to the first grade. Classes would be of a size which would permit the individualization of instruction.

Kindergarten may be a bore for those who have had nursery school experience. Sufficient evidence is available to recognize nursery school programs as valuable for most four-year-olds. Opportunity should be for all and not for only those whose parents are economically able or for those whose mothers are working.

■ Intermediate unit

Pupils would be introduced to laboratory experiences in such areas as science, homemaking, industrial arts, art, music, physical education. This would require schools similar to junior high schools found in certain states at present. Qualified pupils would have opportunity to begin modern languages and special mathematics courses when ready. Present junior high schools would include Grades VI, VII, and VIII, instead of Grades VII, VIII, and IX or VII and VIII, as found in some states.

The intermediate unit would provide more opportunity for the gifted, average, and slow learners because they would have more chance to have their programs tailored to their abilities and talents rather than to limited facilities, staff, and teaching opportunities.

More specialized teachers and laboratories as now provided in our junior high schools would make a wider range of offerings possible. This does not imply, nor need to encourage, departmentalization.

■ High School unit

Pupils would participate in a general education and special education program. Those who desired at this time to begin their language courses would not find the break which now comes between junior and senior high schools. Ninety percent of all pupils taking language and special mathematics begin at the ninth-grade level under our present program. Those attending junior high schools change schools and sometimes teaching

methods between their first and second years. The ninth, tenth, and eleventh grade unit would enable the pupil to complete language, three units of advanced mathematics, and science under one administrative unit without need for an adjustment to a new administrative organization, staff and program.

Graduation at the end of the eleventh grade would free many pupils who would profit more from work in industrial and commercial positions than present twelfth-grade work. Recognition for need of more school work for self-improvement and job upgrading would witness a return to the community college or adult education programs. The present twelfth-grade work would have more meaning for these because it would be related to recognized values by the individual. Districts could continue their efforts in offering these community college programs. Those going on to college and professional work could begin a more specialized program in either the local community college or other institutions of higher learning.

The three-year high school would make it possible to keep our units smaller and prevent the development of some of our secondary school monstrosities which are neither efficient nor personal in dealing with all those enrolled. Emphasis should be on keeping these units 1,500 or under.

■ Community or Junior College

This unit would include Grades XII, XIII, and XIV, and provision would be made for general and special education, with adequate shops, laboratories, and clinics to provide a program of challenge to all. Terminal as well as parallel courses would be offered. A degree would be given to those completing a three-year program, but students would be encouraged to take special courses for on-the-job training as well as personal improvement.

Through cooperation with institutions of higher learning, the new organization would provide studies which would give full credit on a transfer basis.

This organization would enable larger areas to unite in providing such institutions where individual districts would find it financially impossible.

The community college would provide the individual the chance to try college work before enrolling in a college and discovering that he is not interested in paying the price of what it takes to succeed in professional work.

The community college would provide some the opportunity to pursue college work near home and be able to pursue graduate work when limited space will rule out many.

It is not the purpose of this proposal to explain in detail all the advantages of the reorganization of the administrative units. There are some programs which have already attempted to do some of these things. Their experiences seem to substantiate the success of such a change.

The present emphasis upon discovering the gifted, average and exceptional pupils is of little value unless our schools are organized to take them in their logical social groups and provide the quality program needed.

The suggested program would enable districts now organized on elementary basis (from kindergarten to Grade VI), and unified districts (from kindergarten to Grades XII or XIV) to develop units as outlined. It would make the transition of pupils easier as they are increasingly being forced to move from one district or city to another. The high school districts would find it possible, where a community colleges exist and possibly where they do not exist, to hasten to provide opportunity which will be needed in the near future. In some cases present

school plants could be used as they now exist. In others, some building and adjustment would need to be made. School district reorganization where needed could continue.

Program for youth

The reorganization of educational administrative units with graduation from the high school at the end of the eleventh grade should also be accompanied by a new program for youth, before it is too late. Here is a suggested program for youth.

✓ Youth will not be classified as bright or dull. Every individual is bright and dull in some things. It depends upon the type of test, examination, or measurement being used.

✓ Schools will be required to develop a program of testing and examination for guidance purposes in order that the abilities and potentials of each individual can be developed.

✓ A coordinated local, state, and national program of defence and offence in which every boy and girl will be required to serve according to his ability, interest, leadership, and the need of society can be developed.

This program would include the training of auxiliary policemen, firemen, forest rangers, observers, traffic guides, and all necessary workers and supervisors for emergencies in community, state, or nation. Work programs would be developed to give youth a chance to participate in a meaningful way in activities of democracy. Selection would be upon the basis of ability and competence. Such a program would give a reservoir of trained personnel for any emergency or need. It would also give our youth a feeling of responsibility and importance. The program should be broad enough to provide opportunity to train recreational leaders, directors, and assistants among our youth, for younger groups. Youth would assist in solving the growing problems of youth and adult delinquency. We cannot afford the present situation of uncertainty relative to service to the country, or idleness among youth. A

Dr. Vredevoe is professor of education at the University of California, Los Angeles. This is the second article he has contributed to The ATA Magazine. He was guest speaker at Coronation, Hanna and Southeastern Alberta conventions last fall.

program designed to require all to serve in civilian or armed force training or work projects, at a time which will help them complete their formal education, begin their vocation, and establish their families, would be fair and beneficial to all.

✓ Upon graduation from high school every youth will have one of three opportunities from which to select:

- enlistment into the above program of service to his country for a limited period of time not exceeding one year after which he will be placed on a reserve status,
- continuation of formal schooling after which some service to his country will be required,
- employment in industry, agriculture, business, or other work and opportunity to continue his formal education on a part-time basis in the community college or adult education program,

and service to his country in a reserve program.

This scheme would eliminate the uncertainty of the present draft program which makes it difficult for youth to plan with any assurance as to when their services will be required.

✓ At their eighteenth birthday, youth would have the right to vote, as well as the obligation to register.

Investing more money in some of the antiquated educational units and programs is not the solution. If we want improvement, it must begin with our basic administrative units. If teachers and administrators are given a chance to provide the type of programs needed, in administrative units which make such programs possible, there is no need to worry about the future. Our educational system can then be geared to new geography, new economy, new social order, and the age of research.

We've Got the Meanest Teacher!

(Continued from Page 12)
when she reads us Bible stories or we talk about verses from the Bible. She also reads us about real good people who weren't in the Bible. They came later, most of them.

We take time even in the middle of a class period, if we have been working hard at something. Teacher will say, "You have all been working so hard, my thinking machinery is tired. Wouldn't you like to just visit with each other for awhile while I sit here and rest? Let's take three minutes."

Imagine that! We do all the work and her thinker gets tired. Well, we are always willing to visit, so we get at it. But we had to learn to visit quietly so we wouldn't bother other pupils across the hall. That's being good citizens, and maybe keeping them from being jealous, too, of our just visiting, though the teacher didn't say that. I did. We can even get up and stretch if we want to. Sometimes that

three minutes seems like a half hour. The teacher has just been sitting there resting and watching us.

Now you know why I call her mean and lazy and dumb. The only thing I can't figure out is why we all love her so.

She was sick and stayed home a whole week not long ago. We cut up here like everything, but we were miserable without her. Nothing went right. We even sent her some real flowers with our own money.

When She got back we thought She would ask as why. She is always asking why. And we wouldn't have told her because, golly, we're almost in the sixth grade. But She didn't ask, just thanked us, and said we made her want to hurry back to school. There She goes again! Wanting to hurry back to school.

I just can't figure her.

—Willie

Reprinted from *The Texas Outlook*, January, 1959

The ATA Magazine

For our contributors, both constant and casual

So You Want to Write!

OUR friends about the province have told us over the years that the rural areas and the towns and cities of our fair province literally teem with teachers who burn with the desire to write. Now we hesitate to disagree with our informants, but the plain fact is that this combustible situation must exist almost solely in the minds of our friends, because, if there is anything much more difficult than getting an Alberta teacher to write for publication in *The ATA Magazine*, we would like to know what it is.

The lifeblood of any journal is manuscripts. A house organ like *The ATA Magazine* is at some disadvantage because it does not pay for articles. Rather, it must rely on the interest of its readers for a supply of good material.

We don't doubt that teachers can write. What we do doubt is that they want to write for publication. Perhaps their diffidence is mistaken modesty. Maybe they are sensitive souls who do not want to run the risk of having their effort met with a polite rejection. Of course, there may be some who take the stand that every word they set down on paper is deathless prose and should not be despised by the scratchings of a tawdry editorial pen. Whatever their reasons are, Alberta teachers don't write for their own journal.

Naturally, no editor will promise that any and every article received will find its way into print. He will, if there is even just a germ of a good idea in the initial manuscript, make suggestions to the author and on occasion assist with the job of rewriting. Ideas, interesting

topics are the important things. A good article must have something to say. To be really good, it must be organized well and speak to the reader in simple, straightforward language. For some, it is easy to write and to write well; for others, it is plain hard work.

The ATA Magazine is variously described as the official organ of The Alberta Teachers' Association, a forum for the membership, an educational journal. We would like to see it be all of these in some measure to all of our readers and we would like to invite your help.

First, let us have straight from the shoulder your candid comment on what *The ATA Magazine* does well and does poorly; what it should do and what it shouldn't do. Next, let's have your ideas for articles. Tell us what sort of article you like best, and like least. Put us on the trail of some story about education that you think should be told. Tell us about promising practices in the classroom, about teachers in the news. Just give us some leads and we'll try to do something about them.

Next—and this is for you who would like to write—try writing an article for your magazine. Sometimes we may have to turn it down but more often we will accept it if we may be permitted to place it in our manuscript 'bank' for future consideration. We will ask only that you permit us the usual editorial privilege of editing to fit the space available and to make the article conform to the style of the magazine.

If you are a writer or if you want to

start writing, here are a few ideas for you:

- ✓ articles about educational problems,
- ✓ personality pieces—about teachers or administrators who have made some unusual or noteworthy contribution to the teaching profession,
- ✓ stories about school projects, new educational practices, projects of local associations, community relations projects.

If you don't want to write, maybe you can contribute to our question-and-answer column, express an opinion about an article, submit cartoons or photographs. We are sure that some staffs can write the story of the opening of their new school.

Now to some tips of the trade.

- Make articles between 750 and 2000 words.
- Keep news items brief.
- Avoid hackneyed and stereotyped expressions such as, "A delightful lunch was enjoyed by all."
- Use facts to support the thesis of your article whenever possible.
- Avoid, like the plague, educational 'gobbledygook'.
- Emphasize the important part of what you have to say.
- Humanize and use illustrations.
- Use plain bond paper, one side only, and don't crowd your work.
- Write as you talk.

ATA February Conventions

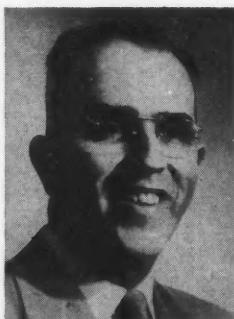
Calgary City—February 2 and 3 at Crescent Heights High School

Locals—Calgary City and Calgary Separate.

Convention officers—E. C. Baldwin, president; Phyllis M. Light, secretary; Dorothy M. Manuel, publicity chairman.

Visiting speakers—Dr. G. Shrum, Alberta

Teachers' Association guest speaker; A. B. Evenson, Department of Education; Dr. H. T. Coutts, Faculty of Education; Mrs. Inez K. Castleton, Elizabeth W. Duff, Dr. S. C. T. Clarke, and F. J. C. Seymour, Alberta Teachers' Association.



E. C. BALDWIN



PHYLLIS M. LIGHT



A. B. EVENSON



H. T. COUTTS

Superintendents—R. A. Cannon and R. W. Warren.

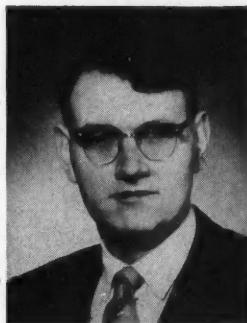
High school inspector—L. W. Kunelius.

Form of convention—General and work-

shop sessions on theme, Education Under Scrutiny.

Entertainment—Banquet and dance.

Edmonton City—February 5 and 6 at Jubilee Auditorium and Victoria and Bonnie Doon Composite High Schools



A. ARBEAU

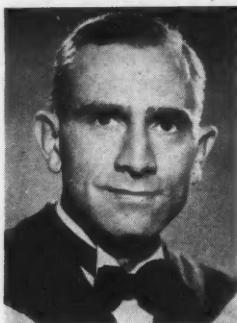


VIOLET SYROTUCK

Locals—Correspondence School, Edmonton Public, Edmonton Separate, and West Jasper Place.

Convention officers—Arthur Arbeau,

president; Hubert M. Smith, corresponding secretary; Mrs. Violet Syrotuck, recording secretary; C. B. Thompson, publicity chairman.



B. Y. CARD



H. M. SMITH

Visiting speakers—Dr. L. C. Marsh, Alberta Teachers' Association guest speaker; Dr. T. C. Byrne, Department of Education; B. Y. Card, Faculty of Education; Mrs. Inez K. Castleton, A. D. G. Yates, and Dr. S. C. T. Clarke, Alberta Teachers' Association.

Superintendents—H. E. Beriault, A. A. O'Brien, W. F. Wagner, and C. B. Willis.

High school inspector—O. Massing.

Form of convention—General and workshop sessions on theme, *The School's Part in Society and What Society Expects of the School*.

Scholarship for Nursery School and Kindergarten Teachers

At the time of the Coronation of Her Majesty, Queen Elizabeth II, the Eliot-Pearson School of Medford, Massachusetts generously offered to commemorate the event by establishing the Queen Elizabeth Scholarship for a year's training at the school. Her Majesty graciously accepted the offer on behalf of her Canadian subjects. The scholarship, of an estimated value of \$1,700, is for tuition, room and board. The successful candidate will be expected to pay transportation costs, an estimated \$150 for books and supplies, and other personal expenses, and to return to work in the field of early childhood education in Canada.

Candidates may apply for the one-year graduate course leading to the nursery

training school diploma (open only to those holding a bachelor's degree) or for the two-year undergraduate course leading to the nursery school certificate (open to persons with the equivalent of two years at college). Applicants for the two-year course should be prepared to remain for the second year of training. Consideration would be given to renewal of the scholarship dependent on satisfactory reports on the first year's work.

Applications for the 1959-60 year must be submitted by March 1, 1959 to the Queen Elizabeth Scholarship Committee, Canadian Education Association, 206 Huron Street, Toronto 5, Ontario. Forms and further information may be secured from that address.

What province has the highest proportion of teachers with senior matriculation plus one or more years of teacher education?

Saskatchewan Teachers Lead

SASKATCHEWAN continues to lead Canada by a wide margin in the provision of more highly qualified teachers for school classrooms. In addition, Saskatchewan's lead over other provinces has widened considerably in the last five years.

These significant findings were revealed in a recent release from the Research Division of the Canadian Teachers' Federation which sets out comparative figures on teacher training and qualifications for each Canadian province in the years 1952-53 and 1956-57.

This leadership in the supply of qualified teachers is being maintained and increased in the face of the fact that Saskatchewan's small schools and population dispersion make teacher recruiting difficult.

Most rapid improvement

The report reveals that, among the provinces, Saskatchewan has the highest proportion of teachers with senior matriculation plus one year or more of teacher training. A table appended to the report states that in 1956-57, 91.2 percent of Saskatchewan's teachers boasted senior matriculation plus one year or more of teacher training, as compared with only 82.2 percent in the year 1952-53, an improvement of nine percent.

In the same period, only British Columbia showed improvement in the number of teachers having the same qualifications, from 80.5 percent in 1952-53 to 86 per cent in 1956-57, a 5.5 percent improvement. A decline was reported in Manitoba, from 74.1 percent in 1952-53 to 68.9 percent in 1956-57. Alberta also

reported a decline from 76.5 percent in 1952-53 to 70.3 percent in 1956-57. The Canadian total showed a decline of .5 percent.

In commenting on the report, Hon. W. S. Lloyd, Saskatchewan Minister of Education, said that the results shown were "most gratifying". "They indicate the earnest desire of many Saskatchewan teachers to improve their qualifications. They reflect credit on the policy of the school boards and their interest in securing and retaining qualified teachers. They show a favorable response to Department of Education certification policies. Most important of all, they demonstrate that an increasing number of Saskatchewan children are being taught by teachers with better qualifications."

Other figures support and maintain the fact of Saskatchewan's leadership in the field of teacher training standards. These figures also show that the standards are being constantly improved.

These facts are of note—

- The number of teachers with two or more years of training has increased steadily from 14.2 percent in 1944 to 44.2 percent in 1958; the number of students in teacher training is 1,309—300 more than last year.
- Of the 8,240 teachers in grant-aided schools in the province, 3,478 or 44.2 percent have two or more years of teacher training; this is an increase of almost six percent since last fall. Only 292, or 3.6 percent, are holding sub-standard certification.
- Current figures show that 1,178 teachers have four years of teacher training

in addition to senior matriculation, and 2,300 have two years. The number with senior matriculation and one year of training is 4,195. Others who meet the education department's requirements for a teaching certificate, including teachers with special certificates, total 275. These four classes comprise 96.4 percent of teachers in grant-aided schools.

Admission requirements raised

One reason for this happy situation may be found in the fact that requirements for admission to teacher training are higher in Saskatchewan than anywhere else in Canada, and have recently been raised even higher. An overall average of 60 percent on the Grade XII examinations is now required instead of 50 percent in each subject as was formerly required. Students lacking one Grade XII subject will be admitted to teacher training college for one year and then given a letter of authority to teach for one year to provide them with an



opportunity to make up the Grade XII deficiency.

Saskatchewan is the only province requiring two years of teacher training after senior matriculation as a qualification for a permanent teaching certificate. It is also one of the few provinces which does not offer short courses for teachers.

Reprinted from *Saskatchewan News*,
December 2, 1958

Future Farmers of Canada

(Continued from Page 15)
challenging program of work, shared by all, the members will learn through doing.

The FFC sponsors two degrees which may be earned through the local chapter, the Farm Hand Degree and the Chapter Farmer degree. Each has certain qualifications which must be met, with the Farm Hand Degree as a prerequisite to the Chapter Farmer Degree. In the United States, where the movement is nationwide, state and national degrees and awards can be earned both by individuals and by chapters. In British Columbia, the same awards are conferred on the provincial level.

The purpose and aims of the movement are perhaps best stated in the creed, expressing the ideals that should

strengthen and inspire our farmers of tomorrow.

FFC Creed

- I believe in the future of farming and that life on a farm is both honorable and satisfying.
- I believe that success in farming comes through a scientific attitude, efficiency, hard work, and determination.
- I believe in being a good citizen, honest and fair in all my dealings.
- I believe in accepting responsibilities and doing my part in my home, school, and community.
- I believe that serving my country, helping others, and doing my best in my vocation will lead to a happier, fuller life.

Professional Improvement

THE PRESIDENT'S COLUMN



No doubt by now, you are all aware that Dr. S. C. T. Clarke assumed his duties as general secretary-treasurer of The Alberta Teachers' Association on January 5. We are indeed fortunate that he was able to obtain a release from the University of Alberta. Dr. Clarke will give leadership in a number of avenues of educational development within our Association.

I hope the Association at both the provincial and the local level will take a more active part in curriculum development and in educational research. These areas will be of great concern if a system for accreditation of schools is established. Any system for accreditation of schools will require a high standard of academic and professional preparation among teachers.

Association policy in the matter of professional training for teachers is reasonably precise:

- a minimum of two years' teacher education for temporary certification
- a minimum of four years in the Faculty of Education of the University of Alberta, or the equivalent, for permanent certification
- encouragement of members to improve their qualifications through university education at either winter or summer sessions.

To assist teachers to improve their qualifications, the Association is at present offering annually eleven \$500 scholarships. In addition, there is a professional assistance program from which our members may borrow money interest free to take further teacher education intramurally.

During past years we have requested the Government of the Province of Alberta to extend its loans and bursaries available for teacher education, and it is a pleasure to be able to commend the government for its program of financial aid to students in high schools, technical and vocational institutions, junior colleges, and the Banff School of Fine Arts, and to undergraduate university students. Extensive grants are to be given to teachers-in-training.

Our policy is to have properly qualified teachers in all teaching and supervisory positions. Each of us has an obligation to improve his professional preparation and to keep abreast of changing thought and procedures. With the financial assistance now available, any teacher who has the will to do so should be able to improve his qualifications.

*Defer not till tomorrow to be wise,
Tomorrow's sun to thee may never
rise.*

—Congreve

Executive Council Elections, 1959

Executive Council

By-law 25—

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president, and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

Nominations and Acceptances

By-law 40—

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

By-law 43—

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of The Alberta Teachers' Association for terms beginning Easter,

1959, and acceptance of nominations, in the form prescribed by the Executive Council, must be received at head office on or before February 16, 1959, at 5 p.m.

Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

Eligibility of Members to Vote

By-law 37—

"Except as herein otherwise provided, each member, who has paid his fees for the month of November preceding each election of the Executive Council, shall be entitled to vote in such elections."

Eligibility of Members for Election to the Executive Council

By-law 33—

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

- (a) is a member in good standing,
- (b) is entitled to vote in the election of the Executive Council, and
- (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation, provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

By-law 42—

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council."

1959 Elections

By-law 38(1)—

"One-half of the members of the Executive Council other than officers shall be

DEPARTMENT OF EDUCATION



Official Bulletin

No. 190

A new filmstrip catalog (for years 1958-59, 1959-60) has been reprinted and copies have been sent to all schools on our mailing list which have been getting service from us. There may still be other

schools which have a filmstrip projector but are not on our mailing list. If you have not received a filmstrip catalog or require another, please write to the Audio-Visual Aids Branch.

elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election."

In accordance with By-law 38(1), the following elections to the Executive Council for terms beginning Easter, 1959, will be held.

Officers—

President
Vice-President

District Representatives

Northeastern Alberta Constituency
Edmonton City Constituency—**By-election**—**one-year term** (to complete term of the 1958-60 representative).
Edmonton District Constituency
Central Eastern Alberta Constituency
Calgary City Constituency
Southwestern Alberta Constituency

Geographic Districts

Northeastern Alberta Constituency—All schools situated within the area covered by the following locals: Athabasca, Bonnyville, Lac la Biche, Lamont, St. Paul, Smoky Lake, Thorhild, and Two Hills.

Edmonton City Constituency—by-election

—**one-year term** — All schools situated within the area covered by the following locals: Correspondence School, Edmonton Public School, Edmonton Separate, and West Jasper Place.

Edmonton District Constituency—All schools situated within the area covered by the following locals: Barrhead, Clover Bar, Edmonton Suburban, Edson, Lac Ste. Anne, Leduc, Stony Plain, Sturgeon, Westlock, and Wetaskiwin.

Central Eastern Alberta Constituency—All schools situated within the area covered by the following locals: Camrose, Castor, Hardisty-Provost, Holden, Killam, Neutral Hills, Vegreville, Vermilion, and Wainwright.

Calgary City Constituency—All schools situated within the area covered by the Calgary City and Calgary Separate Locals.

Southwestern Alberta Constituency—All schools situated within the area covered by the following locals: Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

Future of Educational Research

(Continued from Page 9)

staff, equipment, space, and library facilities necessary to do a proper job in educational research.

Lack of funds is our first handicap. Funds are needed for everything connected with research: staff, machines, library, and space. However, if the time of the staff is not to be devoted exclusively to research, their salaries should be paid by the university. If this is so, how much money should there be for an annual budget on actual research, machines, clerical staff, and the like? Would one-tenth of one percent of the sum annually spent on education in Alberta be too much? Surely not! This amount is \$80,000. Where is this amount to come from? The answer is clear. The machinery is there in the Alberta Advisory Committee on Educational Research. It needs and must have increased grants from each participating body: from the university (which, it should be remembered, will be called on to provide staff and space); from the Department of Education; from The Alberta Teachers' Association, both head office and local associations; from the Alberta School Trustees' Association and from school boards. Why, you ask, should not the provincial government produce most of this relatively paltry sum? It very easily could. However, the present arrangement of the Alberta Advisory Committee on Educational Research should not be upset, because of the sense of participation of the members of the AACER, which is more than dollars can buy.

Experience in the United States and Great Britain indicates that educational research is most effectively done at a university by professors and students, and by a small committee set up for a specific project and including at least some university research personnel. Research bureaus, or organizations staffed specifically to do research and nothing else, have invariably proven failures. The provision of adequate staff then is a university problem, and the university

authorities must clearly recognize their responsibility to the cause of education in this province. It is obvious that, if one-third of a professor's time is to be spent on research, one-third more staff will be required. We in education, from teachers to the dean of the faculty, from principals to the chief superintendent, from trustees to the president of the Alberta School Trustees' Association, from home and school member to the president of The Alberta Federation of Home and School Associations Incorporated, must continually urge the necessity for adequate professional and clerical staff to do the job required for Alberta's educational system. The clerical staff required is legitimately the concern of the research fund and can be provided from it.

Data-processing machines and a proper research library can be obtained easily if the funds are available. However, additional staff and equipment imposes the need for more space. And this comes at a time when the Education Building is already bursting at the seams trying to hold a library, demonstration school, present staff, and undergraduate and graduate studies. Currently, the Faculty of Education has submitted a proposal for a new library-office-classroom unit with space set aside for research facilities. This space would provide professors' offices, clerical offices, accommodation for research assistants, for machines, for research work rooms, for a research library and work room, for the journal and its editor, and for storage. Everyone concerned with education in Alberta will be keenly interested in the reception given this proposal by the appropriate authorities.

Current and future research projects

Without giving away secrets, it is possible to mention some of the projects now afoot. The first monograph in education, *The Canadian Study of Composite High Schools*, is being edited by Dr. H. J. M. Andrews of the Division of Educa-



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University of Alberta

Faculty of Education

The Faculty of Education, University of Alberta, invites applications for the following teaching positions, chiefly at the assistant professor rank, appointments to become effective September 1, 1959. The appointees will be expected to teach in the fields indicated.

AT EDMONTON

- Methods in Mathematics (Division of Elementary Education)
- Art Education (Division of Elementary Education)
- Methods in Science (Division of Elementary Education)
- Educational Psychology (Division of Educational Psychology)
- Methods in High School Science (Division of Secondary Education)
- Methods in Commercial Subjects (Division of Secondary Education)

AT CALGARY

- Methods in Mathematics and Science (Divisions of Elementary and Secondary Education)
- Methods in Social Studies and English (Division of Elementary Education)
- Educational Psychology (Division of Educational Psychology)

Enquiries and applications should be addressed to the Dean of the Faculty of Education prior to February 15, 1959.

tional Administration and Supervision. It will describe and analyze composite school provisions in each province. Dr. G. M. Dunlop is working on a Canada-wide study of vocabulary, spelling, and language, and hopes to have answers to the oft debated questions of Canadian standards. Doctors C. C. Anderson, D. B. Black, and E. W. Buxton are embarked on a study of teacher selection with our own first-year education students. Miss D. Lampard is investigating study skills of students in Grades IV to IX. C. Hampson and others have conducted an experiment on the use of television in classroom instruction and in teacher education.

In addition to the above, as at February, 1958, there were six doctors' theses and fifty-two master of education theses in active progress, and members of the Faculty of Education were jointly engaged in a number of research projects with the Cameron Royal Commission on Education, with groups of school divisions, with individual school divisions, and the like.

What of the future? The Cameron Royal Commission, by persistently asking for facts to support assertions and by its own research efforts, has stimulated educational research in the province. The continual growth of graduate studies and staff at the Faculty of Education stimulates more research. School administrators and school boards are asking for research. If educators want research, they will get it. Perhaps the next generation of Alberta educators will have some better answers to our pressing educational problems.

Education is man's going forward from cocksure ignorance to thoughtful uncertainty.

—Kenneth G. Johnson
(University of Wisconsin)

SAY YOU SAW IT IN THE ATA MAGAZINE!

THE MAILBAG

To the Editor—

All teachers who plan to attend the 1959 Summer Session and who have not attended classes at the University of Alberta since 1944 must make a formal application, before April 1, for admission to the University and must have their documents evaluated before registration for summer school closes on April 30. It is to the advantage of such teachers to write immediately to the dean of the Faculty of Education asking for application forms and to return these at once. Teachers who have taken their basic teacher education and university work outside Alberta should attach to the application forms transcripts of their high school record and of their teacher training and university work. There is a \$5 vise fee for evaluating documents from Canadian educational institutions outside Alberta, a \$10 fee for evaluating documents from educational institutions outside Canada. This fee should also be attached to the application.

Teachers who took their basic training in Alberta prior to 1945 should ask the registrar of the Department of Education to send to the Faculty of Education a statement of their teacher education and attendance at former Department of Education Summer Sessions. The fee for this service is \$1. Teachers in this group should arrange also with the Examinations Branch to have an official transcript of their high school record sent to the Faculty of Education. The Examinations Branch also charges a service fee of \$1.

Only when a teacher has been formally admitted to the University on the basis of an accepted application received before April 1, 1959, will he be eligible to register for work in the 1959 Summer Session. Naturally, all teachers who have

taken courses with the University since 1944 have been admitted.

Once admission is cleared, students may proceed to register in the Summer Session in the usual fashion, that is, they should submit registration forms in duplicate before April 30. Beyond that date registrations for the 1959 Summer Session cannot be approved.

Yours sincerely
H. T. COUTTS
Dean
Faculty of Education
University of Alberta
Edmonton

To the Editor—

Coincident with the 1959 Summer Session, the University of Alberta will conduct two special projects: a Summer School of Linguistics, and a Summer Institute for Modern Mathematics.

The Summer School of Linguistics will offer a program of 13 courses. These should be of special interest to teachers who are completing requirements for the bachelor of education degree with majors and minors in languages, including English.

Two courses will be offered in the Summer Institute for Modern Mathematics. Generous financial assistance will be available to those selected to take the courses. Registration will be limited to about 50 students who will be required to take both courses. Preference will be given to teachers of mathematics who hold at least a bachelor's degree and who, because of their experience, rank, and geographic location, are in a position to affect the teaching of high school mathematics in the province.

More detailed information concerning both of these projects, the courses that

will be offered and the instructors who will offer them, may be found in the Summer Session announcement and also in special brochures which are available for distribution from Dr. Ernest Reinholt, director of the Summer School of Linguistics, Department of Modern Languages, and from Dr. E. S. Keeping,

director of the Summer Institute for Modern Mathematics, Department of Mathematics.

Yours very truly
JOHN W. GILLES
Director, Summer Session
University of Alberta
Edmonton

Unfinished Business

Unfinished business is usually an item on an agenda left over from one meeting to be cleared up at the next, but the business of the Health League of Canada is always unfinished. As long as conditions detrimental to the health and well-being of the people of Canada exist, the League must continue to expose and denounce these conditions and urge all our citizens in every walk of life to join in the Crusade for Health.

Definite advances have been made and much has been accomplished in the field of public health. The means for controlling infectious and contagious diseases have been discovered. But we must still educate the people to make use of these discoveries. And there are other areas where there is room for improvement and still others where we are actually losing ground.

There are 13 countries with a lower rate of infant mortality than Canada. Although we live in a land of plenty, less than one-third of our population have a nutritionally satisfactory food intake, and the predominating cause is not poverty but ignorance of proper food rules. Accidents kill more children in the 5 to 14 age group than all infectious and contagious diseases combined.

With only one dentist for every 3,000 people, 95 percent of our population suffer from some form of dental disease or its effects. Fluoridation of communal water supplies would reduce tooth decay by as much as 60 percent. Salk vaccine

is available to prevent poliomyelitis, yet people die because they either neglect or refuse vaccination. Mental illness and alcoholism are occurring with increasing frequency and cardiovascular diseases are killing more and more people in what ought to be the prime of life.

The answer to all this is education — health education—and the Health League of Canada is the nation's leading voluntary health organization. The climax of its work each year is Canada's National Health Week during which the League endeavours to awaken a consciousness of the value of good health, personal, communal, and national. National Health Week will be observed this year from February 1 to 7.

In this work teachers can play a leading role by using every device at their command to stress the importance of good health and health habits in the school, the home, and the community.

Last year, the League sent to teachers through departments of education and teachers' organizations, approximately 50,000 pamphlets. They would like to have some idea of the effectiveness of this vast distribution; of the number of teachers who were inspired to emphasize health during the week. You can co-operate by dropping a brief note to the secretary, National Health Week Division, Health League of Canada, 111 Avenue Road, Toronto 5, Ontario, describing the National Health Week activities in your classroom and your school.



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Financial Statement

STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA SUMMER SESSION

Statement of Revenue and Expenditure

October 31, 1958

Revenue

Fees	
Building fund, see contra	\$5,834.78
General	2,333.90
Evergreen and Gold, see contra	451.25
Dances	478.50
Tours	401.25
Swimming	219.00
	<hr/>
	\$9,718.68

Expenditure

Athletics—	
Badminton	\$37.15
Basketball	12.00
Dancing	76.00
Fastball, net	154.25
Judo	44.00
Swimming	182.50
Tennis	10.00
	<hr/>
	\$151.90
Entertainment—	
Dances	483.26
Teas, etc.	163.53
Tours	367.00
	<hr/>
	1,013.79
Students' Union Building Fund, see contra	
Loan repayment fund	3,500.87
Building operating fund	2,333.91
	<hr/>
	5,834.78
Purchase of Evergreen and Gold, see contra	
	451.25
Administration and sundry—	
General expense	437.23
Evergreen and Gold Pages	130.00
Honoraria	275.00
Bulletin expense, net	230.23
	<hr/>
	1,072.46
Excess of revenue over expenditure for the year	8,888.18
	<hr/>
	\$ 830.50

Balance Sheet

October 31, 1958

Assets

Current—

Cash on deposit with the University of Alberta	\$3,028.29
--	------------

Fixed—

Office equipment	\$ 46.25
Sports equipment	227.40
	<hr/>
	273.65
Less provision for depreciation	272.65
	<hr/>
	1.00
	<hr/>
	\$3,029.29

Liabilities

Surplus—

Balance as at October 31, 1957	\$2,204.00
Deduct prior year fee refunds	5.21
	<hr/>
	2,198.79
Add excess of revenue over expenditure for the 1958 session	830.50
	<hr/>
	\$3,029.29

Edmonton, Alberta, January 9, 1959

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1958, and have received all the information and explanations I have required.

In my opinion, the above balance sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1958 according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of operations for the year ended at that date.

M. A. ROUSELL
Chartered Accountant, Auditor

NEWS FROM OUR LOCALS

Business and pleasure combined

The third meeting of the teachers of Camrose city schools was held December 10 at the high school as a joint business meeting and Christmas party. Forty-five of the 53 city teachers were in attendance. It was announced that a report is not yet available on a survey regarding the need for more and better scholarships for promising young students from the area. The Camrose Local has been asked to make a study of ways in which the situation can be improved.

The latter portion of the meeting was devoted to entertainment on a Christmas theme with Hugh Irving as master of ceremonies. Small gifts were exchanged and carols were sung. Mr. Irving provided a good deal of merriment with his reading of literature after the style of Victor Borge. A committee under the direction of Mrs. H. McCleary and Mrs. E. Pearson served lunch. Guests for the meeting were Chester Saby, president of the Camrose Local, and David Peterkin, director of the music division of the Cultural Activities Branch, Department of Economic Affairs.

Members of the sublocal executive for the current year are: D. Mattson, president; Helen Pierce, vice-president; May Boyda, secretary-treasurer; W. J. Lerner, councillor; and Stan Merta, past president.

Camrose North organizes

Members of the sublocal elected new officers at their first meeting held in the Kingman School on September 16. They are: Donald Green, president; Gordon Dennis, vice-president; Betty Saby, secretary; E. W. Majeski, councillor and Eric Hohn, alternate; Rodney Thron-

son, sports representative; Don Murray and Delores Roose, policy committee members; and Patricia Wilcox, press correspondent. Meetings are held on the third Thursday of each month.

Christmas social held in Camrose South

Members of the sublocal enjoyed a Christmas social, with games, contests, singing, an exchange of gifts, and lunch, following the business session at the regular meeting on December 9. President Frank Featherstone chaired the meeting which was attended by 24 members and at which reports on committee meetings were given by E. Oldstad and D. L. Bennett.

Awards discussed

At the second meeting of the Cold Lake-Grand Centre Sublocal on December 1, members discussed the awarding of pins to students showing high proficiency in Grades IX to XII at Cold Lake and Grades VII to IX in Grand Centre. Reports were also given on salary negotiations and the MSI group insurance plan. Members voted to award the pins, but the insurance scheme was scheduled for further discussion.

Dickson-Markerville teachers entertain

Instead of a regular meeting, sublocal teachers served a turkey supper in the Dickson Lutheran Church parlor on December 4 to members of their families numbering 42 persons. Entertainment consisted of games, a puppet show, and carol singing. Gifts were exchanged by young and old and lunch was served.

Highway 13 Sublocal holds successful festival

Seven schools participated in the sublocal festival held on December 3 at Daysland and Sedgewick. Adjudicators, all of Edmonton, were Miss A. Burrows and Mrs. St. Jean de Branscoville at Daysland and Miss Nelson and Mrs. Langman at Sedgewick. The top numbers from each school were then presented in evening programs held at the two centres. Members of the planning committee, representing the participating schools, were: Miss A. J. Cade, Sister M. Carmel, Mrs. M. G. Carmichael, Mrs. D. E. Jablonski, Keith S. Robson (chairman), Mrs. S. Tetlock (secretary), and Miss M. J. Yarham.

The sublocal also held a volleyball tournament at the Strome Public School on December 13. Good keen playing and sportsmanship were shown by members of the four teams participating.

Reports from Leduc Sublocal

At the regular sublocal meeting on November 19, reports were heard from Dorothy Lowrie and A. Sklarenko on the meeting of the Leduc Local held the previous evening. On December 9, the sublocal held its annual Christmas party in the Leduc High School. The turkey dinner, served by Mabel Geary and her committee, was followed by an enjoyable program of Christmas carols, games, and exchange of gifts.

Report given on Banff Conference

At the December meeting of the Metiskow-Hardisty Sublocal held at Metiskow, the members heard an interesting report on the Banff Conference from the local delegate, Gladys Siebrasse. Members discussed the possibility of arranging a festival but reached no decision. The matter will be on the agenda again for the January meeting. It was decided to ask the school board to give consideration to allowing a full hour for staff meetings.

University of Alberta SUMMER SESSION

Edmonton, Alberta

July 6 to August 14, 1959

The Summer Session Announcement is now available for distribution. When applying for same, please use the form which appeared in the December issue of this magazine.

PLEASE NOTE

- Pre-session study is required in all courses.
- Students who have not previously attended the University must file Application for Admission forms not later than April 1.
- Except for English 2, the deadline for registration is April 30.
- Registrations in English 2 must be filed before February 15.

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Election results from Radway-Redwater

The sublocal is operating under the following officers who were elected at the first meeting: Mrs. F. Shaw, president; C. Kambeitz, vice-president; Miss S. Pawluk, secretary-treasurer; J. Nowicki and A. Olsen, councillors; and N. Prather, press correspondent. At the second meeting held in Redwater on October 28, E. Wasyluk spoke about the Banff Conference. Most of his remarks concerned the course in curriculum development. Members discussed MSI insurance and the sublocal constitution at the November 28 meeting. Mr. Nowicki reported concerning salary objectives for this year.

Bredenfeld elected president of Wanham-Tangent

Members of the Wanham-Tangent Sub-local have elected A. Bredenfeld as president for the current school term. Other executive members are: M. Laurin, vice-president; Miss V. Nagel, secretary; and Miss M. White, press correspondent. At the regular meeting on December 9, S. C. Knox, representing the policy committee, gave a report concerning salary objectives and asked for suggestions from the group. A program for future meetings was prepared. Members also set up a committee to study the possibility of arranging for a Career Day.



THE ATA NEWS BEAT

Edmonton salary dispute

The lengthy contract negotiation dispute between the Association and the board of trustees of the Edmonton School District No. 7 is now in the hands of a conciliation board. Presentation of evidence and argument ended on December 15 after six days of hearings. E. A. Christenson, head of an Edmonton accounting firm, is chairman of the conciliation board. Other members of the three-man board are C. T. DeTro, vice-principal of Salisbury High School in the Clover Bar School Division, and P. G. Davies, Q.C., of Edmonton. P. M. Owen of the Association's firm of solicitors presented the teachers' case in consultation with W. J. Astle, W. G. Roberts, S. G. Deane, and F. J. C. Seymour.

Executive Council meeting

The regular December meeting of the Executive Council was held on December 11, 12, and 13. Dr. S. C. T. Clarke was appointed general secretary of the Association with duties to commence as soon as possible following release from his post as professor in the division of educational psychology of the Faculty of Education.

A committee of the executive met with the Minister of Education on December 12 to discuss a number of resolutions regarding teachers' pensions. W. R. Eyres, executive assistant, was nominated by the Executive Council for the position of secretary-treasurer of the Board of Administrators, Teachers' Retirement Fund. J. D. McFetridge was appointed secretary pro tem of the ATA Pension Grievance Committee.

A plan was approved which will make automobile insurance available to mem-

bers at preferred rates. As a result of considerable investigation in the matter of group health insurance, the Executive Council decided to recommend that local associations consider the installation of the MSI plan to cover medical services. It was also decided to recommend that local associations endeavour to persuade school boards to write into their collective agreements a provision for deduction of premium at source and a provision to make the plan a condition of employment for all teachers engaged following the initial installation of a group insurance plan. It was agreed that investigation of group life insurance be continued.

Approval was given for a series of regional conferences throughout the province in January and February.

The Executive Council ordered that head office be closed on Saturdays effective from the first of January, 1959.

Matriculation deficiencies survey

The Association in cooperation with the Department of Education has completed recently a survey of the teaching force in the province to determine how many teachers have matriculation deficiencies. The survey was requested by the Board of Teacher Education and Certification as a result of a proposal that special summer schools for teachers be held in Edmonton during the summer of 1959 to provide an opportunity for teachers to clear their deficiencies during the summer months. The committee found that about 14 percent of the teaching force of the province do not have complete matriculation. The Association and the Department of Education have undertaken the task of informing all

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teachers concerned of the establishment of this special summer school. E. J. Ingram, executive assistant, has represented the Association on this committee.

ATA men's bonspiel

W. A. McGladrie of Alder Flats and his rink of R. Burch, H. Kuharchuk, and G. Orlick won the Pat Rose trophy and first prize at the third annual ATA men's bonspiel held in Edmonton on December 27. Second prize went to the V. S. Pailer rink from Leduc of A. Sklarenko, E. Kruhowski, and W. Bilko. Forty rinks from various centres took part in the bonspiel.

Committees and conferences

The In-service Education Committee met on December 8.

The Association was represented by E. J. Ingram at the conference to discuss *The Vehicle and Highway Traffic Act* on December 10.

The editing subcommittee of the ATA Curriculum Committee met on December 30.

A delegation from the Association, including Mrs. I. K. Castleton, H. J. M. Ross, R. F. Staples, Dr. S. C. T. Clarke, and F. J. C. Seymour, presented resolutions passed by the 1958 Annual General Meeting to the Minister and officials of the Department of Education on the morning of January 8. Later the same morning the delegation also met with the Cabinet to present other resolutions.

The ATA Resolutions Committee met on January 16 to consider resolutions which have been submitted to the 1959 Annual General Meeting by local associations.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

Disposition of Resolutions Adopted by the AGM, 1958

The resolutions have been dealt with and/or referred as indicated. They are referred to by number and in the same order as printed in the April, 1958 issue of The ATA Magazine.

- C 5—incorporated in short-term policy as S8
- C 9—incorporated in short-term policy as S7 and referred to the Department of Education
- C 10—information to be presented in a newsletter to local associations
- C 13—already policy as shown in resolution 2.05
- C 14—no action—congratulatory resolution
- C 26—incorporated in policy as resolution 11.04 and referred to the Board of Administrators, Teachers' Retirement Fund
- C 27—incorporated in short-term policy as S37 and referred to the Board of Administrators, Teachers' Retirement Fund
- C 28—incorporated in short-term policy as S29 and referred to the Board of Administrators, Teachers' Retirement Fund
- C 29—resolution C66/57 amended and incorporated in policy as resolution 11.05
- C 30—incorporated in short-term policy as S15
- C 31—incorporated in short-term policy as S9
- C 34—already policy as shown in resolution 15.07
- C 38—incorporated in short-term policy as resolution S17 and referred to the Department of Education
- C 39—incorporated in policy as resolution 6.03
- C 40—incorporated in policy as resolution 10.05 and referred to the Department of Education
- C 41—resolution P12/57 amended and incorporated in policy as resolution 15.01
- C 42—incorporated in policy as resolution 13.12 (replacing P35/57 and P36/57) and referred to the Department of Education
- C 43—incorporated in policy as resolution 15.04 (substitute for P48/54)
- C 44—resolution P54/57 amended and incorporated in policy as resolution 16.03
- C 45—resolution P58/57 amended, incorporated in policy as resolution 13.07, and referred to the Department of Education
- C 46—resolution P62/57 amended, incorporated in policy as resolution 13.18, and referred to the Department of Education
- C 47—resolution P64/57 deleted accordingly
- C 48—resolution S1/52 amended and incorporated in short-term policy as resolution S3
- C 49—resolution S33/57 amended, incorporated in short-term policy as resolution S45 and referred to the Department of Education
- C 50—necessary amendments in policy resolutions made in accordance with changes in numbering of sections of *The School Act*
- C 51—resolution P9/55 deleted accordingly
- C 52—resolution P32/55 deleted accordingly

C 55—section (c) of resolution P55/57 deleted accordingly

C 56—resolution P61/56 deleted accordingly

C 57—resolution P63/54 deleted accordingly

C 58—resolution P77/56 deleted accordingly

C 59—resolution S2/55 deleted accordingly

C 60—resolution S3/56 deleted accordingly

C 61—resolution S4/51 deleted accordingly

C 62—incorporated in policy as resolution 13.05 and referred to the Government of the Province of Alberta

C 63—incorporated in policy as resolution 4.04

C 75—incorporated in policy as resolution 13.06 and referred to the Department of Education

C 76—incorporated in short-term policy as resolution S12

C 77—incorporated in policy as resolution 8.03 and referred to the Government of the Province of Alberta

C 78—resolution C26/57 deleted accordingly

C 79—incorporated in short-term policy as resolution S30 and referred to the Board of Administrators, Teachers' Retirement Fund

C 80—incorporated in short-term policy as resolution S31 and referred to the Board of Administrators, Teachers' Retirement Fund

C 81—incorporated in policy as resolution 11.06

C 82—incorporated in policy as resolution 11.03 and referred to the ATA Pension Committee and to the Department of Education

Disposition of Resolutions Referred to the Executive Council by the AGM, 1958

The resolutions are referred to by number and in the same order as printed in the April, 1958 issue of *The ATA Magazine*.

C 1—referred to the Department of Education

C 3—referred to staff officers

C 23—referred to Board of Administrators, Teachers' Retirement Fund for study, report will be made through *The ATA Magazine*

C 74—matter being investigated and report will be submitted to the 1959 Annual General Meeting

C 83—will be invoked if business requires extra time at the 1959 Annual General Meeting

**J. J. BUTCHART & ASSOCIATES
OPTOMETRISTS**
Edmonton, Alberta
Woodward Stores Ltd., Telephone 40151
Westmount Shoppers' Park Telephone 552868
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Barristers and Solicitors
Solicitors for the
Alberta Teachers' Association
516 McLeod Building Telephone 48061
Edmonton, Alberta

Pension Proposals under Consideration

At the regular December meeting of the Executive Council of the Association, a number of problems concerning teachers' pensions were discussed. Teachers will be interested to learn that the Executive Council has decided that negotiations should proceed in the matter of seeking extension of the present reciprocal arrangement for transfer of pension credits between the Teachers' Retirement Fund and the Public Service Pension Fund. It is the view of the Executive Council that negotiations should be carried forward between its representatives and representatives of the Government of the Province of Alberta, as well as with the Board of Administrators of the Teachers' Retirement Fund.

It was decided also to enter negotiations with the government with respect to the possibility of establishing a scheme to provide some sort of retirement benefits outside of the Teachers' Retirement Fund for teachers who enter service after age fifty.

The Executive Council also decided to recommend to the Board of Administrators that persons who occupy positions with school boards for which one of the requirements is the possession of a teaching certificate shall be eligible for pension in respect of total salary under the act and bylaws relating to the Teachers' Retirement Fund.

Other pension matters considered by

the Executive Council at its December meeting included the proposal that discussions and negotiations commence regarding the transfer of pension rights from the University of Alberta pension scheme to the Teachers' Retirement Fund and vice versa. The Executive Council also passed a resolution requesting that the Board of Administrators amend By-law No. 1 of 1948 to give effect to the intent of resolution S25 passed by an Annual General Meeting of The Alberta Teachers' Association. This particular resolution deals with the problem of crediting teachers with all years of teaching service between ages thirty and sixty-eight without respect to gaps in service. The resolution also recommends that an amendment to the pension bylaws be enacted to provide that no teacher who has pensionable service prior to 1939 shall be denied a pension under the terms of Section 7 of the bylaws, provided that any additional cost be borne by the Government of the Province of Alberta.

The substance of these decisions by the Executive Council concerning pension matters has been directed to the attention of the Board of Administrators of the Teachers' Retirement Fund, in order that there may be some action taken in these matters prior to the 1959 Annual General Meeting of the Association.

A scholar is a man with this inconvenience, that, when you ask his opinion on any matter, he must go home and look up his manuscript to know. —Emerson

He who speaketh by the yard and thinketh by the inch deserves to be kicketh by the foot.

Nobody grows old by living a number of years. People grow old only by deserting their ideals. —General Douglas MacArthur.

Q & A

OUR READERS WRITE

◆ *What are the purposes of the Special Emergency Fund and the General Fund of the Association?*

The Special Emergency Fund is available for use at the discretion of the Executive Council in situations which are judged to be emergent in nature. It has been used for financial assistance to teachers who have been involved in a legal withdrawal of services in a contract negotiation dispute.

The General Fund is defined by bylaw as the reserve and emergency trust fund. Disbursements from this and other trust funds are in the sole and uncontrolled discretion of the Executive Council subject to whatever regulations it may have made from time to time. Presumably, this fund would be available in case of an emergency as determined by the Executive Council.

◆ *What is a reasonable length for a staff meeting?*

This would depend on the agenda and the time available. It is our view that staff meetings should be held on school days and in the hours during which school would normally be open.

◆ *Is it true that a teacher who is Catholic cannot teach for a public school board?*

No. In general, school boards do not discriminate on grounds of religious conviction in the engagement of teachers. Nevertheless, it appears to be practice that in areas in which there is a Roman Catholic separate school district as well as a public school district, the former hires only Catholic teachers, and the latter, teachers of other religious convictions.

◆ *Who is entitled to receive ATA Newsletters?*

Newsletters are mailed to presidents, secretaries, and AGM councillors of local associations, and members of the Executive Council. Additional copies are available on request through the secretary of a local and will be supplied at cost.

◆ *Why is The ATA Magazine not being mailed to me at my home?*

We have been unable to get a complete list of names and addresses of teachers employed by your school board and so we have had to continue mailing magazines for teachers in your district to the schools.

◆ *What are the rights of a teacher regarding transfer?*

Section 348(1) of *The School Act* permits a school board to transfer a teacher from one school or room in its charge to another at any time during the school year. The board must give seven days' notice in writing and the teacher has seven days after receipt of notice of transfer in which to request in writing a hearing before the school board. No transfer can be made effective if a hearing has been requested, until the teacher has been heard before the board or a committee thereof.

The school board may not transfer a principal, vice-principal, or assistant principal under this section.

It is further provided that a school board may pay all or part of the expenses incurred by a teacher in moving as a result of such transfer.

There is no statutory provision covering teachers who apply for transfer. Presumably a teacher should ask for transfer early enough so that, if it is not granted, he may exercise his right to resign.

THE SECRETARY REPORTS

My first major duty was to assist in the presentation to the Government of the Province of Alberta of resolutions adopted by the 1958 Annual General Meeting. On the evening of January 7, President Castleton, Past President Ross, and Vice-President Staples met with Mr. Seymour and myself to plan procedures. There were 43 resolutions directed to the Department of Education and 12 resolutions directed to the Cabinet. Some resolutions were selected for special emphasis and spokesmen were allocated.

Servants of the public start work early! We met with Hon. Anders Aalborg, Minister of Education, at 8 a.m., January 8.

The first resolution, presented by Mr. Ross, dealt with adequate living accommodation (teacherages). Mr. Ross made the point that teachers could not be expected to move into a district and build a house, yet in many places this was the only choice. After discussion with the Minister, it was decided that your Association, with the cooperation of the Alberta School Trustees' Association and the Department of Education, would conduct a survey to determine present provisions and needs with respect to living accommodation for teachers.

Several other resolutions were presented, of which only one is singled out here for comment. Mr. Staples argued the case for abolition of the probationary year for teachers, particularly experienced teachers. He pointed out that even an experienced teacher, on moving to a new position, can make no firm plans for housing because of the uncertainty of the probationary year. A general discussion of this issue occupied a fair amount of our time. Our representatives pointed out some instances of abuse of the power to dismiss at the end of a probationary year. The Minister asked to be informed of any cases in which this privilege was being abused by school boards. Our representatives also pointed to the survey conducted by W. E. Frame, the former chief superintendent of schools. This study indicated that most teachers who are asked to resign do so. Boards, however, dislike having to justify dismissals before a Board of Reference.

The meeting with the Cabinet occurred later the same morning. President Castleton thanked the Premier on behalf of the Association for the government's proposals to increase teachers' pensions and to provide additional scholarship assistance. Several

resolutions were presented, and in the discussion members of the Cabinet asked about the stand of the Association on driver education. Speaking on behalf of the Association, Mr. Ross stated that he believed the Association would prefer to have driver education outside regular school hours. Members of the Executive Council felt that teachers would make an excellent pool of potential instructors if they wished to volunteer for such out-of-school instruction, which might, particularly in non-city points, be centred at the school buildings during evenings or on Saturdays.

I was impressed by the courteous reception of our views and the sincere attention given to the arguments we presented. It was clear that better understanding of the position of your Association developed from these meetings.



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